Nicole Cicchino

Lesson Plan – Midterm

Due Date: 10/25/2013

**Water Conservation**

Grade level: 2nd

**Objective**: Students will be able to describe how they use water at home, explain the possible ways of wasting water at home, and learn how to conserve water at home.

**Materials**:

* Water Use Checklist (available in Water Conversation with the Water Lion) page 7-8
* Average Daily Water Use Tally (available in Water Conservation with the Water Lion) page 10-11
* Poster board (Follow up to this lesson)

**Standards**:

* Standard 4: The Physical Setting: Key Idea 2: 2.1c: Water is recycled by natural processes on Earth.
* Standard 4: The Living Environment: Key Idea 7: 7.1a: Humans depend on their natural and constructed environments; 7.1c: Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.

**Danielson**:

* Domain 3: Instruction: Competency 3c – Engaging Students in Learning

**Connection**:

Students, yesterday we have talked a lot about water and the many uses that water has. I also asked you to remember for today all of the water that you used yesterday in your homes. Today, we are going to talk about how we USE water in our homes, how we may WASTE water in our homes, and how we can CONSERVE water in our homes.

**Teach**:

Lead a discussion on the usage of water by stating, “Yesterday, I used water because when I came home, I washed my hands with warm water… How did you use water in your homes?” As students share responses, make a list on the board for everyone to see. After students share their responses, ask, “Using what we have in our list, do you think we may have wasted any water in our homes?... For example, before I washed my hands yesterday, I waited for the water to get warm... it was about 1 minute that the water was running before I washed my hands….Try to think of ways in which you MAY have wasted water in your homes.” Ask students to share. After, ask students “What are some ways that we can CONSERVE water in our homes, knowing how we wasted the water?...For example, “When I turn the water on in my sink, I should wash my hands right away, allowing the water to get warm WHILE I’m washing my hands.” Students share their responses. The teacher says, “Now that we have all together thought about how we use water, how we may waste water, and how we can conserve water in our homes, let’s try to look closely into our own homes and complete a Water Use Checklist and Average Daily Water Checklist on our own.

**Active Engagement**:

As students respond, a class list is created with the following responses:

* The teacher asks, How did you use water in your homes? Students share their responses.
* The teacher asks, Do you think we may have wasted any water in our homes? Students share their responses.
* The teacher asks, What are some ways that we can conserve water in our homes? Students share their responses.

**Link to their work**:

Remember, someone who *conserves* water uses it wisely and uses as little water as possible. Today you will learn how and why you should use water wisely in and around your home. You’ll discover how water is important in our lives. You’ll see how people waste water and also practice some water conservation methods that will help you use water wisely.

**Independent** **Practice**:

Have students use their Water Use Checklist (page 7-8) to write down the different ways that they use water at home. Try to have every student write 5 ways they use water at home. Discuss and share the checklist. Next, have students complete ONLY 1 chart of the Average Daily Water Checklist (Day 1) (page 10) where they will complete their usage of water in their homes from yesterday based on what they remember. The students will mark a tally for every time water is used in the home (toilet, faucet, bathtub, shower, wash clothes or dishes, drink, water lawn or car).

(Depending on the students in my class – high-functioning students will list 5 ways they use water at home, low-functioning students will list 1-2 ways they use water at home, and between low-high functioning students will list 3-4 ways they use water at home)

**Share**:

Have students discuss how water was being used in their homes and how much based on their checklists. Ask students what it means to waste water or to use it excessively.

**Conclusion**:

So why does it matter how much water you use? After all, what difference can one person make, right? Wrong! This project is not just about water conservation—it’s about seeing that our actions affect the planet. Now we can identify how much water we use and how much water we waste. Now we have to CONSERVE our water. With the Water-Wise Ways checklist (page 18-22), you can check off HOW you will conserve water in your home. Tomorrow, we are going to make posters on HOW to conserve water! (For my students, demonstrate how I can check off my Water-Wise Ways checklist)

**Assessment**:

1. Teacher-based assessment with reference to student responses during discussion. Can students identify how they use water in their homes? Can students identify how they may have wasted any water in their homes? Can students identify some ways that they can conserve water in their homes? Students share their responses.
2. Teacher based assessment – Can students identify ways they use the water, possible ways they waste water, and ways to conserve the water in their homes through their written responses?
3. The students will be assessed on having 5 ways they knew they used water at home and if they were able to tally their use of water. (Depending on the students in my class – high-functioning students will list 5 ways they use water at home, low-functioning students will list 1-2 ways they use water at home, and between low-high functioning students will list 3-4 ways they use water at home)
4. Students will be asked for homework to complete the Average Daily Water Use Tally (Day 2) (page 11) at home and complete reflection questions on page 13. Can students respond to reflection questions? (Questions are directly based from charts – can students use the information they have to develop a response in writing?)
5. The final assessment will be if their poster reflects that observations of wasting water were made and ways to conserve were shown. (For the poster, high-functioning students will be expected to display 5 different ways to conserve water, low functioning students will be expected to display how to conserve water 1-2 ways, and students between low-high functioning will be expected to display how to conserve water 3-4 different ways.)

**Extension**: (Day 2)

As a follow up, discuss how to be Water-Wise. Have the students discuss ways to conserve water after the experiences of observing how water was being used in their homes.

Have students make posters for display on how to conserve water. They will use their ideas from discussions and observations in their homes for how water is wasted and how it can be conserved. Students will work with a partner to complete posters.

\*\*\*\* For the poster, high-functioning students will be expected to display 5 different ways to conserve water, low functioning students will be expected to display how to conserve water 1-2 ways, and students between low-high functioning will be expected to display how to conserve water 3-4 different ways.

Works Cited

<http://ecosystems.psu.edu/youth/sftrc/lesson-plans/water/k-5/conservation>

<http://ecosystems.psu.edu/youth/sftrc/lesson-plan-pdfs/4HWaterLion.pdf>

<http://www.p12.nysed.gov/ciai/mst/pub/elecoresci.pdf>